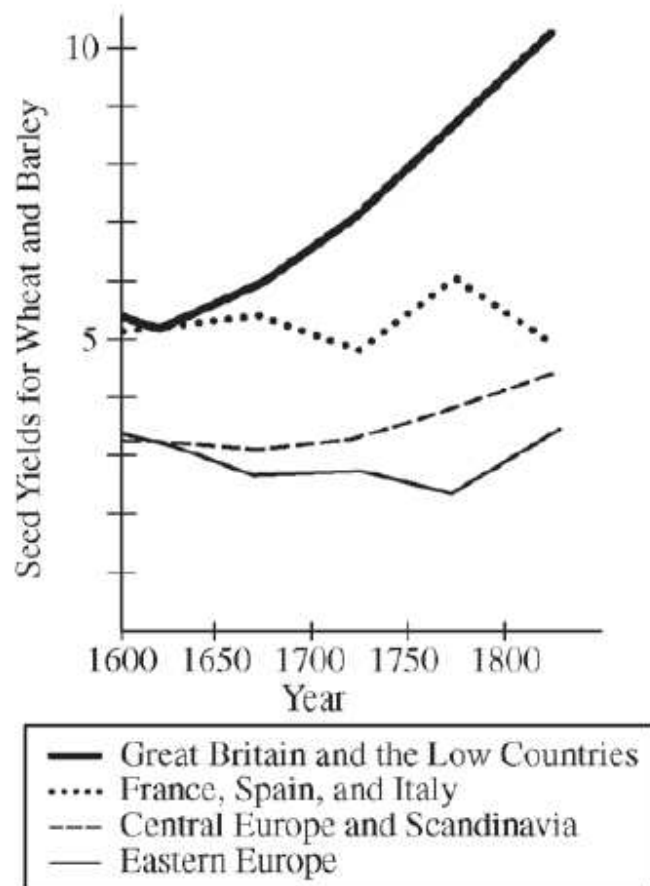


Questions 1.1-1.4 are based on the following graph that shows estimated average seed yields* for wheat and barley in various regions of Europe.



Source: Norman J. G. Pounds, *A Historical Geography of Europe, Volume II: 1500-1840*, Cambridge University Press, 1979, p. 182.

*Seed yield (or crop yield) is a ratio of the number of seeds of grain harvested for each seed sown.

1.1. The patterns shown on the graph above contributed most directly to which of the following?

- (A) The increasing number of Europeans emigrating to the Americas
- (B) The early industrialization of Britain and the Low Countries
- (C) The large size of France's population
- (D) The increasing importance of eastern Europe as a grain exporter

- 1.2. In the late 1700s and early 1800s, liberal political economists in western Europe used information similar to the data shown in the graph to argue that
- (A) governments should require landholders to make agricultural improvements
 - (B) the export of food crops and other agricultural products should be restricted
 - (C) agricultural work had moral and physical benefits that were superior to those of industrial labor
 - (D) abolition of common agricultural land holdings would result in greater agricultural productivity
- 1.3. Apart from the changes in seed yield shown on the graph above, which of the following most affected Europe's ability to feed itself in the period 1600–1800?
- (A) The creation of large cash-crop plantations in the Americas
 - (B) The cultivation of New World crops in Europe
 - (C) The widespread mechanization of agriculture
 - (D) The decreasing tendency of armies to target civilian populations during wartime
- 1.4. Based on the information in the graph, which of the following regions was most likely to avoid the Malthusian trap concerning food supply and population?
- (A) Great Britain and the Low Countries
 - (B) France, Spain, and Italy
 - (C) Central Europe and Scandinavia
 - (D) Eastern Europe

Questions 2.1 to 2.3 relate to the following passage.

Marx himself was passionately interested in the history of the French Revolution. . . in all of Marx's historical writings, the Revolution served as a touchstone; it fostered the development of capitalism by breaking the feudal stranglehold on production, and it brought the bourgeoisie as a class to power. These two, inseparable elements—the establishment of a suitable legal framework for capitalist development and the class struggle won by the bourgeoisie—have characterized Marxist historical accounts of the Revolution ever since. . . In the Marxist account, the Revolution was bourgeois in nature because its origins and outcomes were bourgeois.

— Lynn Hunt, historian, *Politics, Culture, and Class in the French Revolution*, 1984

1. In the passage, Lynn Hunt outlines the Marxist interpretation of the French Revolution. What evidence would support the argument that the Revolution was fundamentally bourgeois?
 - (A) The wave of spontaneous peasant attacks on the nobility in 1789
 - (B) The abolition of hereditary privileges by the National Assembly during the first phase of the Revolution
 - (C) The price controls on basic foodstuffs instituted by the Revolutionary government
 - (D) The leading role in the Revolution of members of the nobility, such as the Marquis de Lafayette
 - (E) Marquis de Lafayette
- 2.2. A Marxist historian would be LEAST likely to identify which of the following as a fundamental cause of the French Revolution?
 - (A) Patterns of land ownership
 - (B) Fluctuations in grain prices
 - (C) Internal trade patterns
 - (D) Enlightenment ideas
- 2.3. In making an argument concerning the fundamental nature of the French Revolution, a Marxist historian would most likely emphasize which of the following?
 - (A) The storming of the Bastille by a Parisian mob
 - (B) The requirement that members of the clergy take an oath of loyalty to the new government
 - (C) The persecution of political opponents of the regime during the Reign of Terror
 - (D) The legal protection of property rights in the Declaration of the Rights of Man and Citizen

Set 3: This set of questions, based upon the poem by Sâdullah Pasha, focuses on the tension between traditional and new approaches to knowledge in the context of non-European responses to European imperialism.

Questions 3.1 to 3.3 relate to the following excerpt from a poem.

- The foundations of old knowledge have collapsed.
Wise men have probed the depths of the earth;
Treasures of buried strata furnish the proofs of creation.
[Religion] is no longer the apex of fulfillment for the intelligent.
- 5 Atlas does not hold up the earth, nor is Aphrodite divine;
Plato's wisdom cannot explain the principles of evolution.
'Amr is no slave of Zayd, nor is Zayd 'Amr's master* —
Law depends upon the principle of equality.
Neither the fame of Arabia, nor the glory of Cairo remains.
- 10 This is the time for progress;
the world is a world of science;
Is it possible to maintain society in ignorance?

Sâdullah Pasha, Ottoman intellectual,
The Nineteenth Century, poem, 1878

*Zayd and 'Amr are Muslim names traditionally used in Islamic legal opinions in the generic sense of "John Doe 1" and "John Doe 2."

- 3.1. Based on the poem, it can be inferred that Sâdullah Pasha was most influenced by which of the following?
- (A) Social Darwinism
 - (B) Positivism
 - (C) Romantic nationalism
 - (D) Abolitionism
- 3.2. The last three lines of the poem best illustrate which of the following aspects of Europe's relationship with the rest of the world in the late nineteenth century?
- (A) European imperial encroachments provoked a cultural backlash and a rejection of Western values in many areas of Africa and Asia.
 - (B) Colonial subjects began organizing politically to overthrow European rule.
 - (C) Many countries were made dependent on Europe economically and politically through treaties and trade agreements.
 - (D) Adoption of Western ideas caused many non-Western peoples to call for the modernization of their own societies and states.

- 3.3. By the 1920s and 1930s, the ideas concerning science and progress reflected in the poem underwent which of the following transformations?
- (A) The ideas were largely rejected by non-Western leaders as incompatible with indigenous norms and cultures.
 - (B) The ideas were largely supplanted by a revival of religious sentiment in the wake of the First World War.
 - (C) The ideas came to be regarded with suspicion by many European intellectuals in the light of subsequent scientific discoveries and political events.
 - (D) The ideas were regarded with increasing hostility by European intellectuals in the wake of growing anticolonial movements in Asia and Africa.

Questions 4.1 to 4.3 refer to the 1920 painting by German artist Otto Dix, entitled *The War Cripples*.



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- 4.1. The painting is an example of which of the following developments in modernist European art?
- (A) Artists' turn to dreams and the subconscious as a source of inspiration
 - (B) Artists' abandonment of realistic representation in order to convey internal emotional states
 - (C) Artists' glorification of technological progress in the machine age
 - (D) Artists' exploration of non-European cultures as a source of new subject matters and styles

4.2. The situation of war veterans such as those depicted in the image was most effectively used to sway public opinion during the interwar period by which of the following groups in Germany?

- (A) Right-wing nationalists critical of government ineffectiveness
- (B) Pacifists wishing to illustrate the horrors of modern warfare
- (C) Social Darwinists seeking to illustrate their belief in survival of the fittest
- (D) Leftists seeking to show how the working classes were oppressed through military recruitment

4.3. Otto Dix's painting is part of the cultural context of

- (A) the dislocation and pessimism of the "lost generation"
- (B) Christian churches' response to totalitarianism
- (C) a confidence in technology's ability to fix society's problems
- (D) a return to traditional modes of artistic expression

SHORT ANSWER EXAMPLES

The following questions are meant to illustrate the types of questions that might appear in this section of the exam. Note that the short-answer questions do not require students to develop and support a thesis statement.

Question 1: This question asks students to compare the wars of religion in France with the English Civil War, drawing upon content learned in class that is addressed in learning objectives *Objective Knowledge and Subjective Visions* (OS-3) and *States and Other Institutions of Power* (SP-3 and 11).

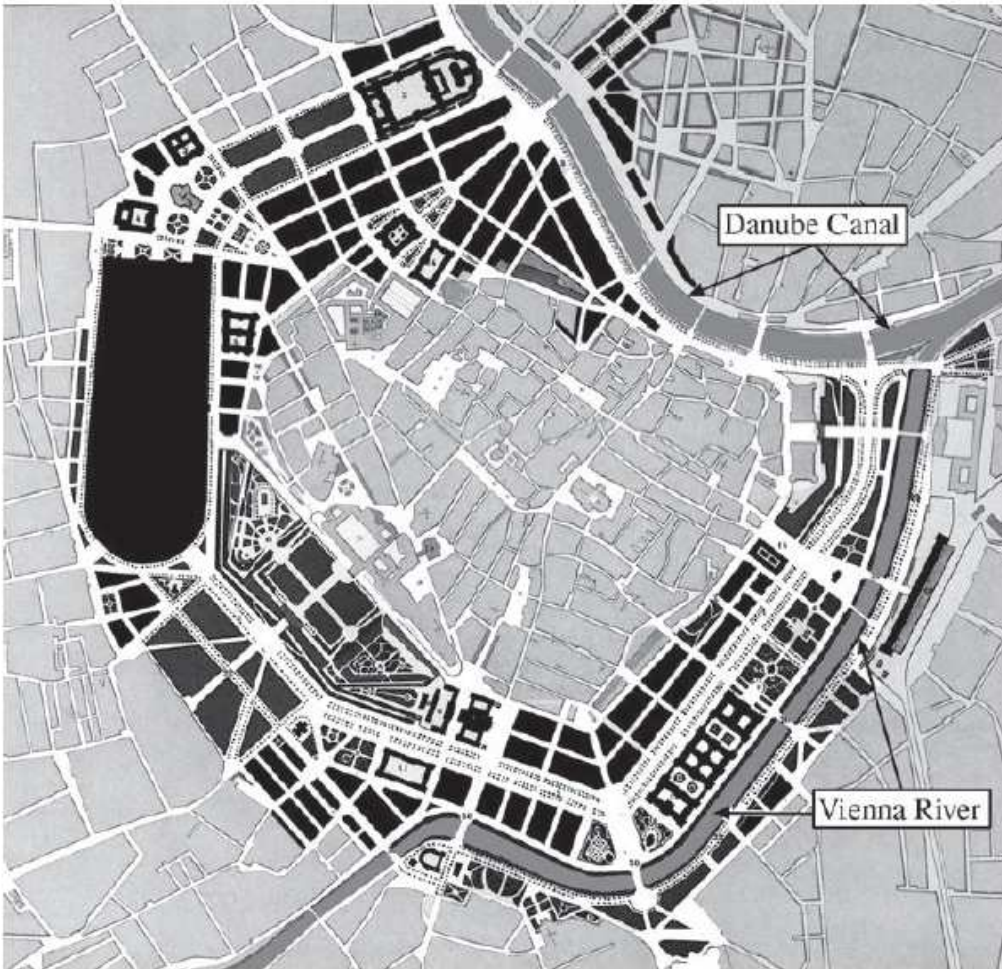
1. Answer parts a, b, and c.
 - a) Briefly explain ONE important similarity between the wars of religion in France and the English Civil War.
 - b) Briefly explain ONE important difference between the wars of religion in France and the English Civil War.
 - c) Briefly analyze ONE factor that accounts for the difference you identified in part B.

2. Using your knowledge of European history, answer parts a and b below.

Historians have proposed various events as turning points in the development of liberal democracy in Europe, including:

- The Glorious Revolution
 - The French Revolution
 - The emergence of mass political parties in the late nineteenth century
 - The extension of woman suffrage after the First World War
- a) Briefly explain why ONE of the developments on the list above represents the most significant turning point. Provide at least ONE piece of evidence to support your explanation.
- b) Briefly explain why ONE of the other developments on the list above represents a less significant turning point than the one you selected in part A.

Question 3: This map shows the development and expansion of Vienna, an important European capital city, in the mid-19th century. Students are asked to reflect on the causes that prompted urban redesign, as well as its social impact, using information both from the map and from the relevant learning objectives (*Poverty and Prosperity* (PP-13); and *Objective Knowledge and Subjective Vision* (OS-8), by giving appropriate examples discussed in their course.



3. The map above shows an 1857 project for the construction of new streets and city blocks in the Austrian capital Vienna. The old city is in the middle, bordered by a proposed ring of new boulevards and neighborhoods. Using the map and your knowledge of European history, answer both parts (a and b) of the question below.
 - a) Briefly explain TWO features of European city life in the mid-1800s that prompted governments to embark on urban redesign programs such as the one illustrated above.
 - b) Briefly explain ONE way urban redesign programs such as the one in Vienna altered European social life.

“Dear Marfa!

We are both wives of locomotive drivers at the steel plant. . . . You are always complaining that your family’s life is difficult. And why is that so? Because your husband does not fulfill the plan. He has frequent breakdowns on his locomotive and he always overconsumes fuel. Indeed, all the other locomotive drivers laugh at him. By contrast, my husband is known as a shock worker.* He and I are honored everywhere. At the store we get everything without having to wait in lines. We [just] moved to the new building for shock workers. Soon we will get an apartment with rugs, a radio, and other comforts. Now we are being assigned to a new store for shock workers and will receive double rations. . . . Therefore, I ask you, Marfa, to talk to your husband heart to heart. Explain to him that he just can’t go on working the way he has. Teach him to understand the words of comrade Stalin, that work is a matter of honor, valor, and heroism. . . . In conclusion, I’d like to say one thing. It’s pretty good to be the wife of a shock worker.”

Anna Kovaleva, wife of a steel worker at the new
Soviet industrial city of Magnitogorsk, late 1930s

*a Soviet term for an exemplary worker who routinely exceeds production quotas

4. Answer both parts (a and b) below.
 - a) Explain ONE Soviet economic policy that is reflected in the letter.
 - b) Explain TWO ways in which the letter reflects Soviet ideology.

LONG ESSAY

Question 2 or Question 3

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

Question 2: Analyze whether or not the revolutions of 1848 can be considered a turning point in European political and social history.

Question 3: Analyze whether or not the collapse of communism (1989–91) can be considered a turning point in European economic and political history.